

Communicating Confidently – Session Plan [50min]

Supporting Gatsby benchmarks 3, 4 and 7

Learner Outcomes:

Short Term Outcomes:

- Learners are able to link communication skills from an educational setting to future education and employment settings
- Learners are able to highlight their individual communication strengths and weaknesses
- Learners have an improved awareness of how to utilise communication skills for FE or HE level interviews.
- Learners are able to describe confidence and communication and recognise the benefits of communicating effectively in education and employment.
- Learners have increased confidence about speaking in front of others.

Medium Term Outcomes:

- Learners demonstrate a preparedness for the interview process, including how to prepare, what to say and what to wear.

Sequence of Learning Activities:	Timings	Facilitator Activity	Attendee Activity	Resources / Room Layout
Introduction and content	1 min	Introduction to Hello Future/ Workshop Staff. Cover aims and outcomes for the session	Active Listening	Learners sat in groups PowerPoint slides 1-3 Full aims and outcomes as above
Why does it matter?	1 min	Explain that being able to express yourself is a skill that can be practised and developed. This will help learners to sell their skills and strengths to universities and employers.	Active Listening	PowerPoint slide 4
Opening discussion – text message	2 min	Show the first text message on screen and ask the learners what they think this means or how they would respond.	Whole Group discussion	PowerPoint slide 5

		<p>Show the replies. These might not be the answers that the learners would expect. Ask the learners what would have stopped this mix up?</p> <p>Answers usually include:</p> <ul style="list-style-type: none"> - If you were certain of who the text was from - If they were clearer in their messaging - If they were speaking face to face. <p>This is to emphasise how there are many complicated aspects to communication. We interpret things differently, and there are a lot more variables to be conscious of such as tone, body language and expression.</p>		
'You cannot not communicate'	1 min	<p><u>'You cannot not communicate'</u></p> <ul style="list-style-type: none"> - Ask the group what they think this statement means: - If someone walked into the room now, who would they say is communicating? - In what ways are you communicating back to me? - We are always communicating, whether we intend to or not - Outline the two types of communication; verbal and non-verbal 	Whole Group discussion	PowerPoint slide 6
Communication breakdown [pie chart]	2 min	<p><u>Pie Chart – Communication Breakdown</u></p> <ul style="list-style-type: none"> - What percentage of our communication is through X? - Reveal percentages on pie chart - Highlight the importance of body language in communication 	Active listening and discussion	PowerPoint slide 7
Skills audit: 'How do I communicate?'	4 min	<p>Learners are to reflect in workbooks by listing three of their communication strengths and three areas for development. Examples are included on the PowerPoint slide.</p> <p>Learners should highlight one skill they will work on in the session.</p>	Individual reflection	<p>Communicating Confidently booklet</p> <p>Pens</p> <p>PowerPoint slide 8</p>

Just a Minute	10 min	<p>Instructions</p> <p>Aim of the game: Speak for 1 minute on a given subject</p> <p>If you hesitate, repeat yourself, or deviate (speak off-topic), an opponent can challenge you and take the subject.</p> <p>Points are gained for:</p> <ul style="list-style-type: none"> • speaking when the minute is up, • making a correct challenge, or • being wrongly interrupted. <p>Tips:</p> <ol style="list-style-type: none"> 1. When the Chair says start talking, start talking. Immediately. 2. Try not to speak too quickly. 3. ...But, don't speak too slowly. That's called hesitation. 4. Never say 'er', 'erm', 'um', or 'ahhhh'. 5. You can only repeat the words in the subject title. A wide vocabulary is needed to succeed in this game. 6. Short words don't count as repetitions. You won't lose points for repeating words like 'I', 'you', 'a,' or 'the'. <p>Summarise the activity</p> <p>Learners may be asked a question in a one-to-one interview that they haven't prepared for. This activity allows them to practice thinking on their feet whilst under pressure and adapting things they already know to fit a particular topic.</p>	Working in groups	Timer
Room 101	10 min	<p>Instructions</p> <p>Split into two equal teams and, as a group, choose an item that you would like to see banished to Room 101 and never to be seen again.</p> <p>Take some preparation time to plan your argument and counterarguments and find an opportunity to practise something from your skills audit.</p>		<p>Just a minute instruction sheet for learners reference.</p> <p>Learners to split into groups of 5 or more.</p> <p>PowerPoint slide 9</p>

		<p>Teams must debate with the Chair to decide which item goes into Room 101. The most persuasive argument will win!</p> <p><u>Summarise the activity</u></p> <p>Learners were able to show their persuasive skills here; being able to formulate convincing arguments is a skill they will use when they are formulating a strong answer for an interview.</p>		
Argumentation Station	10 min	<p><u>Instructions</u></p> <p>These questions are asked not to hear the ‘correct’ answer but to encourage you to think aloud, and to develop confidence when talking about a subject. These should be whole group discussions – everyone must take part in some way. Find an opportunity to practice something from your skills audit.</p> <p>English Literature: is Love Island ‘trash tv’?</p> <p>Geography: If you could travel anywhere in the world, where would you go? Why?</p> <p>History: Which historical figure would you most like to interview, and why?</p> <p>Law: Should it be illegal to run a red light in the middle of the night on an empty road?</p> <p>Modern Languages: Should poetry be difficult to understand?</p> <p>Music: Is music today better than it has been in the past?</p> <p>Psychology: Does excessive use of social media make us more alone?</p> <p>Theology: How valuable do you think the Bible is to us today?</p> <p>Politics: Should the school day start later?</p> <p>Art: Should graffiti be considered art?</p> <p>Science: Can animal testing be justified?</p> <p>Sociology: What can Coronation Street, as Britain’s longest running soap, tell us about people and society?</p> <p><u>Summarise the activity</u></p> <p>This activity is imitating a group interview where learners will need to persuasively put across their own points of view without dominating or talking over other people.</p>		<p>Argumentation station instruction sheet for learners reference.</p> <p>Learners in groups of 5 or more.</p> <p>PowerPoint slide 11</p>

Connecting to interviews	5 min	<p>Show learners a photograph of an interview panel and ask them to share their response to the picture and how might they approach this? What might be different about their communication in this environment?</p> <p>Answers may include: Verbal and non-verbal communication e.g. posture, professional language (the shared way of speaking and understanding each other that is used in the workplace, has no slang, and is spoken clearly and respectfully).</p> <p>Emphasise that they will all face this situation next year or at some point in the near future – and that it is nothing to worry about – they just need to be conscious that it requires a different way of communicating and that they might want to practise this method.</p> <p>Talk through slides on structuring and preparing answers using STAR and verbal communication expected in interviews; volume, tone, vocabulary choice etc.</p> <p>Ask learners what might be positive signals in a job interview? Then use examples on the PowerPoint to discuss these further.</p>	Group participation	PowerPoint Slides 12-15 (see slide notes for top tips)
What next?	3 min	<p><u>What next?</u></p> <ul style="list-style-type: none"> - Outline how learners can continue to practice and refine their communication skills. - Encourage them to take their skills audits so they can continue to develop their weaknesses into strengths. - Ensure the learners take their workbooks and that the learners take note of their strengths and areas of development. 		PowerPoint slide 16